



School Improvement Unit Report

Australian International School, Papua New Guinea Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at the Australian International School, Papua New Guinea from 1 to 2 June 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with the school directors and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Greathead Drive, Section 18, Goroka, Papua New Guinea
The school opened in:	1998
Year levels:	Kindergarten – Year 9
Current school enrolment:	54
Students with disability enrolments:	0 per cent
Year principal appointed:	2009
Number of teachers:	6 (full-time equivalent)
Nearby schools:	Pinewood Elementary, Goroka International School, Goroka Grammar School
Significant community partnerships:	University of Goroka, Silverbacks Rugby Union team
Significant school programs:	School musicals, variety shows, Australian Curriculum, sporting programs, annual school camps



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school opinion survey data, and other school information
- consultation with the directors of the school
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Curriculum head
 - Four teachers
 - School business manager
 - Six non-teaching staff
 - 15 students
 - 14 parents

1.4 Review team

Gary Austen	Internal reviewer, SIU (review chair)
Robert Van Den Heuvel	Peer reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



2. Executive summary

2.1 Key findings

- The school leadership team, teaching staff, parents and students articulate significant aspiration towards providing a high quality education.

All members of the school community are strongly committed to the school and to the academic achievement of students. School leaders aspire to an educational program of which its students and parents can be proud and this is a success story for the people of Goroka and Papua New Guinea. This aspiration drives a sense of purpose in the school and informs student, staff members and parent commitment to school improvement. School leaders articulate an interest in developing partnerships with other schools and organisations to build school capacity, particularly in programs that align with the development of the school's improvement agenda.

- The school has a documented improvement agenda that places a key focus on explicit teaching.

The school strategic plan for 2016 identifies a range of improvement initiatives, including the use of Explicit Instruction (EI) in classrooms. The documented plan identifies some specific strategies and targets for improvement, the extent to which all staff members and parents understand these is not yet clear. The directors of the school are examining ways to further refine school governance and longer term strategic planning processes.

- The school has a strong collegial culture where professional learning and a commitment to the development of teacher capability is afforded a high priority.

The school leadership team provides regular opportunities for teaching staff to engage in modelling, observation, feedback and mentoring programs. Teaching staff provide and receive written feedback against established norms in the use of effective teaching strategies, including the use of EI.

- The school tone is positive and orderly with few disruptions to learning evident in classrooms.

The school places a priority on focused teaching and engaged learning time. Classrooms are orderly and learning routines are well-established across the school. A whole-school approach to classroom management and the skilling of teachers in the use of Essential Skills for Classroom Management (ESCM) is apparent.



- The school has been implementing the Australian Curriculum (AC) since 2014.

Students, parents and staff members describe the pride derived from the knowledge that they are using the AC. School leaders and teachers use resources provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA) to establish yearly and term overviews. The way in which the AC, units of work, assessment and reporting align is yet to be fully developed.

- School leaders, teachers, students and parents regularly communicate regarding student progress and achievement using a range of data sources.

Teaching staff regularly discuss student achievement with each other and with the school leaders. Parents, students and teachers use student portfolios to discuss progress and goals for improvement. School-wide and consistent processes for the collection, display and analysis of data, including school benchmarks, are yet to be developed.

- The school carefully targets its resources to promote student learning, particularly through the establishment of small class sizes.

The school deploys its resources to provide small class sizes and to ensure individual attention for each of student. Students communicate high levels of satisfaction with the availability of books and other materials to support their learning. School leaders, staff members and parents endorse the growing use of computers in the classrooms and are interested in extending the school's capacity to use digital resources for learning.



2.2 Key improvement strategies

- Develop and implement a whole-school curriculum plan. Embed quality assurance processes within the design to ensure alignment with the AC and a clear process for collaborative planning and evaluation. Use shared planning processes to develop school-based units of work and to enable the delivery of a locally responsive curriculum for students.
- Develop a school data and assessment plan. Document and enact a collection schedule for diagnostic, formative and summative assessment. Establish clear benchmarks and targets for student achievement. Explore the central collection and display of student achievement data.
- Narrow and sharpen the school improvement agenda. Develop and articulate clear strategies, targets and milestones to guide and monitor school improvement. Communicate these with students, staff members and parents.
- Explore opportunities to further develop the ways that the school uses Information and Communication Technologies (ICT) for teaching and learning. Target appropriate resources and support to the development of teacher capability in the use of technologies in the classroom.
- Investigate opportunities to engage strategically with key partners beyond the school. Develop alliances and partnerships with other educational institutions, businesses, agencies and networks to build school capacity, particularly in programs that align with the school's improvement agenda.